



MEDICINE HAT PUBLIC SCHOOL DIVISION

Guide to Student Assessment, Achievement, and Learning

Dr. Roy Wilson Learning Centre

Grades: ELP - 9

751 Strachan Road SE

Medicine Hat, AB T1B 0P1

Phone: 403-528-6573

<http://drroywilson.mhpsd.ca/>

Principal: Mike Kukurudza

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Guide to Student Assessment, Achievement, and Learning

Teachers in Medicine Hat Public School Division are focused on supporting our students to be independent and successful learners. As part of this work, teachers in all our schools are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study.

Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There should be regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report or report card.

ACTIONS TO SUPPORT STUDENT SUCCESS

You can support your child's learning and success by:

- Knowing you are an important part of the team
- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through social media
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

Teachers will help your child's learning and success by:

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating, in student friendly language, expectations and how student work will be assessed
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course
- Using Universal Screening Tools for reading and math to plan for instruction and learning.

Students have a responsibility for their own learning and are expected to:

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions
- Demonstrate their learning by finishing assignments to the best of their ability
- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

HOW DO WE DETERMINE STUDENT ACHIEVEMENT?

At Medicine Hat Public School Division, we determine grades/marks in a variety of ways.

Formative Assessments

Over the course of the year, your child should have many opportunities to develop and practice key skills and increase what they know. These opportunities show your child's teacher how they are doing, what their strengths are, and where they can improve. This is called formative assessment

Summative Assessments

Throughout the school year, your child will have opportunities to demonstrate what they have learned by an identified point in time. These assessments are marked and are put together with other evidence. Teacher then make decisions using the work your child has completed (products), what they've seen your child do (observations), and discussions they've had with your child (conversations), to determine a mark on the report card.

Missing or Incomplete Student Work

It is important that teachers communicate with parents/guardians regularly and in a timely fashion about missing or incomplete student work. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

WLC Shared beliefs- Common Practices

1. Google Classroom will be a foundational tool where our students can access learning opportunities. We will use EDSBY as a communication tool to share information with families and students to establish a common/consistent message within our community.
2. We will work to build capacity in our students through the Google Classroom Baseline Expectations document to take ownership in the uploading/submitting of documents to support portfolio development through Google Classroom.
3. Teachers will communicate with the families in their class/homeroom updating them on classroom information, upcoming assessments, reminders, curricular focus and activities to support. (Transition to EDSBY Platform)

Teachers will communicate with parents/guardians regularly about missing or incomplete student work. We also encourage you to reach out to your child's classroom teacher with any concerns you have. In our school, you can expect that teachers will use the following methods to communicate with you about this area:

If patterns of missing or incomplete student work arises, teachers will connect with parents/guardians via email or phone call to arrange a supportive planning meeting. Often missing or incomplete work is a sign of other concerns. We will work with you to identify the challenges that your child is facing and create a supportive plan for growth and improvement.

It is important that students who are absent from school and miss assignments and/or summative assessments, complete these as soon as possible from the original assessment date unless otherwise determined by the teacher. When students miss a significant amount of time due to illness teachers will provide assignments through Google Classroom. When students miss a significant amount of time due to vacation, they are missing valuable learning that cannot be recreated through a worksheet package. Classroom discussion, problem solving and collaborative opportunities with their peers and many other unique learning opportunities are lost. If your child is absent due to vacation, teachers will provide families with key concepts and basic resources that may be used to support their learning through Google Classroom. It is expected that parents will support their child in learning these outcomes.

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
Term 1	August 30 – December 3, 2021	Goal setting conversations (virtually) <ul style="list-style-type: none">• Parents will book appointment through EDSBY• October 27: 3:30pm-6:30pm• October 28: 5:00pm-7:00pm Gr. 1-9 Report cards due to the office November 29, 2020 Gr 1-9 Report cards sent home electronically on December 3, 2021 Printed Progress Report, Early Years Evaluation Report (Kindergarten students only) December 3, 2021
Term 2	December 6, 2021 – March 25, 2022	Goal setting conversations (virtually) <ul style="list-style-type: none">• Parents will book appointment through EDSBY• February 9: 3:30pm-6:30pm• February 10: 5:00pm-7:00pm Gr 1-9 Report cards due to the office March 21, 2022 Gr.1-9 Report cards sent home electronically on March 25, 2022
Term 3	March 28, 2021 - June 29, 2022	Gr. 1-9 Report cards due to the office June 24, 2022 Gr. 1-9 report cards sent home June 29, 2022 Printed Progress Report, Early Years Evaluation Report (Kindergarten students only)- June 25, 2022

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to:

Google Classroom and weekly emails with a transition to EDSBY will be used for ongoing and consistent communication from ELP- Grade 9.

WLC teachers (collaborative teams) have prepared and submitted communication plans to WLC administration reflective of the following prompt: How will you connect with families in a purposeful, effective, meaningful and sustainable way to communicate student learning and growth? (what, how frequent, what ways). Parents may request the specific communication plans from individual teachers at any time.

UNDERSTANDING REPORTING (Grades 1 – 9)

WHAT ARE THE ACHIEVEMENT INDICATORS?

Achievement Indicators describe the level to which your child is achieving in each of the categories on the report card.

If your child receives an M for MEETING, he or she has achieved the grade-level outcome to an ACCEPTABLE standard. If your child receives an E for EXCELLING, this demonstrates a DEEPER LEVEL of mastery within the grade-level outcome.

It is important to note that not all specific learner outcomes can be evaluated at the excelling level. Some outcomes may only reflect knowledge or skill that is either met or not met.

E	M	A	B
Excelling in grade level outcomes. Student evidence of learning may be: In depth, perceptive, insightful, thorough, independent. Overall achievement at this level means the student can be confident of being prepared and able to take on new challenges in subsequent grades/courses.	Meeting grade level outcomes. Student evidence of learning may be: accurate, thoughtful, logical, complete, independent. Overall achievement at this level means a student can be confident of being prepared for work in subsequent grades/courses.	Approaching grade level outcomes. Student evidence of learning may be: partially accurate, basic, simplistic, incomplete, in progress. Additional supports may be necessary to further learning in this area.	Beginning grade level outcomes. Student evidence of learning may be: inaccurate, vague, undeveloped, minimal, limited. Additional planning and instructional supports will be necessary for further learning in this area.

WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child's achievement is recorded. Your child's teacher may still reflect a level of achievement next to the outcomes on the report card, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support Plan (ISP). Parents should always be aware prior to the report card if these indicators are used.

ELL (English Language Learner)	Adapted	Modified
The student's language proficiency level impacts the evaluation of achievement	Student is working on provincial curriculum with adjustments made to instruction	Student is working on programming significantly different than provincial curriculum. The student's Individual Support Plan (ISP) will reflect more specific achievement towards goals.

WHAT ABOUT EFFORT OR BEHAVIOUR?

The Learner Attributes allow you to see how your child is developing the learning skills and abilities needed to succeed in their own learning as part of the classroom community. These Learner Attributes focus on participation, cooperation, quality work, and respect for self and others. Teachers use observations to identify how often these attributes are demonstrated using the scale below:

C - Consistently	U - Usually	S - Sometimes	R - Rarely
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HOW WILL PROVINCIAL ACHIEVEMENT TESTS BE REPORTED?

Provincial Achievement Tests (grade 6 and 9) will still be reported as a single percentage and included for parent information as it becomes available.

UNDERSTANDING REPORTING (Grades 10 - 12)

Our high schools will continue to report in percentages for a final course grade as that is the requirement for entry into post-secondary (college and university); however, it should be noted that post-secondary institutions rarely grade using percentages and generally utilize a 4-point scale or letters connected to a 4-point scale.